

# 2020 Annual Report

## Yenda Public School



3554

# Introduction

The Annual Report for 2020 is provided to the community of Yenda Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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I am extremely proud of the wonderful teaching and learning that has taken place at Yenda Public School in 2020, the school's Centenary year. Having commenced in the role of Principal at the start of the 2020 school year, I am very grateful to be leading this wonderful school.

2020 was a year like no other. The COVID-19 global health pandemic saw students learning from home for several weeks in Semester 1. The continuity of learning that took place throughout the year was a credit to the committed staff at Yenda Public School, and parents who ensured that learning from home occurred.

Throughout the 2020 school year, we have built wonderful momentum across the school, with many great initiatives being embedded, such as metacognitive writing with Dr Kate Bricknell, Newman's Error Analysis in Mathematics and our Macqlit intervention program.

Thank you to the students, staff and the Yenda community for a productive year in such difficult circumstances.

Gary Workman

Principal



## School vision

At Yenda Public School we will empower learners by working in a partnership within and beyond our school in a collaborative, strategic and accountable way. We will inspire the development of resilient, confident, engaged and innovative individuals, fostering an environment of creative, critical and resourceful thinkers. We will work toward our shared vision of educational excellence through quality teaching, learning and leadership.

## School context

Yenda Public School is in the Riverina Region of New South Wales and has been in operation since 1920. Since the school first established, we have seen many generations of families educated at our school. We have a proud tradition of teaching children to be safe and respectful learners in a positive environment.

The school has a student population of 102 students ranging from Kindergarten through to Year 6, across five classes. We are a school that endeavours to provide excellence in teaching and learning programs, particularly in the areas of Literacy and Numeracy. All students are provided with teaching and learning experiences that cater for their individual needs.

At Yenda Public School we have an experienced and committed staff who undertake regular and relevant Professional Learning, in order to improve student outcomes.

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities, with constructive levels of student, staff and community engagement.



## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Teaching

#### Purpose

Create a stimulating and engaging learning environment, underpinned by effective, explicit, and research based teaching methods aimed at differentiating and optimising learning for all students across the school underpinned by high expectations and quality teaching practices.

#### Improvement Measures

Increase the number of teachers who are confident practitioners of visible learning strategies in their classrooms.

All students have goals which are set in collaboration with their parents and teachers, based on their personalised learning data.

#### Progress towards achieving improvement measures

##### Process 1: Curiosity and Powerful Learning

Develop staff knowledge through professional learning around the key components of Curiosity and Powerful Learning's (C&PL) Theories of Action and Theories of Practice. Develop processes and structures for the implementation of C&PL strategies across the school including effective feedback, lesson intentions, success criteria and goal setting.

Evaluation	Funds Expended (Resources)
In 2020, Curiosity and Powerful Learning focuses have included lesson intentions, success criteria and feedback. Relevant professional learning, mentoring and demonstration lessons have taken place in order for this to occur.  Parent/student/teacher goal setting meetings have successfully taken place, with student goals commented on in Semester 2 reports.	Professional Learning-\$550  Casual Teaching- \$1500

##### Process 2: Data Skills and Use

Develop staff skills in the collection, analysis and use of data to differentiate student learning and inform future focused learning for all students, leading to consistent school wide practices.

Evaluation	Funds Expended (Resources)
In 2020,  - our school assessment schedule has been updated, so that appropriate assessments are implemented at appropriate times,  - writing data is collected, collated and analysed each term,  - the Macqlit program supported targeted students in literacy, and  - the Literacy and Numeracy Advisor has assisted in understanding and use of the Numeracy Progression (in particular in Additive Strategies).	Literacy and Numeracy- \$8000  Professional Learning- \$300  SASS staff- \$300

##### Process 3: Instructional Rounds

Develop staff knowledge of Instructional Rounds to develop a shared understanding of the purpose and the process in schools. Put in place structures and processes to support implementation of Instructional Rounds across the school.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

In 2020, demonstration lessons have successfully occurred;

- in creative and persuasive writing (for all staff each term),
- in Newman's Error Analysis and Number Talks (as needed), and

- for a beginning teacher at the school in order to observe quality practice of colleagues.

Professional Learning- \$4500



## Strategic Direction 2

### Learning Excellence

#### Purpose

Develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and is responsive to the needs of all students allowing them to excel by working in partnership with families.

#### Improvement Measures

Increase the percentage of students demonstrating expected growth as triangulated by NAPLAN, ACER and Continuum data.

Increase the proportion of students in the top two NAPLAN bands by eight per cent by 2019.

#### Progress towards achieving improvement measures

##### Process 1: Evidence Based Pedagogy

Review, evaluate and implement evidence based programs and strategies through professional learning and classroom practice to increase student achievement in literacy and numeracy.

Evaluation	Funds Expended (Resources)
In 2020, professional learning has been targeted to the needs of the teachers and school focuses, particularly in English and Mathematics. Staff have led professional learning, and experts have been engaged where needed. Our current structuring of Professional Learning will continue into 2021.	Professional Learning- \$2700

##### Process 2: Curriculum Development

Develop an integrated approach to quality teaching, curriculum planning and assessment to meet the needs of all students through differentiated programs.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>- In 2020, English curriculum development has been greatly enhanced for teachers and SLSOs through the support of Dr Kate Bricknell. Dr Bricknell has specifically supported our school in providing demonstration language, mentoring, planning and professional learning around writing and the English syllabus.</li><li>- Further curriculum development will be needed around STEM and program differentiation in 2021. Good progress has been made with differentiation (linked to assessment and data). Unfortunately, due to COVID-19, STEM development will need more focus next year.</li></ul>	Professional Learning- \$900

## Strategic Direction 3

### Wellbeing

#### Purpose

To provide a school environment that collectively nurtures the growth and development of all students with a focus on building trusting and respectful relationships that allow all students to connect, succeed and thrive across all settings.

#### Improvement Measures

Increase the percentage of students who identify that they are actively connected to their learning socially and emotionally as measured through the ACER Wellbeing Survey and Tell Them From Me.

Increase the percentage of students who feel respected, valued and have established positive relationships within the school.

Evaluate the effectiveness of PBL programs through the use of self evaluation tools.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour for Learning

Implementation and embedding of Positive Behaviour for Learning processes across the school.

Evaluation	Funds Expended (Resources)
<p>In 2020,</p> <ul style="list-style-type: none"><li>- whole-staff PBL meetings have occurred each term. Prior to these, the PBL chair meets with the school executive to decide focuses,</li><li>- playground behaviours have been moderated by the teaching staff to ensure consistency,</li><li>- the PBL mini-merit system has been revised to ensure fairness for all students, and</li><li>- LST meetings have occurred fortnightly and the LST time has been adaptable throughout the year to cater to student needs. All student risk management plans have been updated by the LST team.</li></ul>	

##### Process 2: Wellbeing Framework

Develop staff and community understanding around aspects of the Wellbeing Framework. Evaluate current policies and practices using the Wellbeing Self Assessment Tool and update and develop policies using the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>In 2020, the Wellbeing Framework has been embedded so that all students are known, valued and cared for. We have enhanced wellbeing structures by sending home positive letters where relevant, beginning to record positive behaviours (levels) onto SENTRAL and promoting positive wellbeing initiatives.</p> <p>Next year, completion of the behaviour policy will ensure that aspects of the Wellbeing Framework are embedded.</p>	<p>Teaching Resources- \$40</p> <p>Casual Teachers- \$550</p>

##### Process 3: Staff Wellbeing

Provide staff with the skills and evidence based strategies with the purpose of improving professional practice, collective efficacy, and being better teachers for students through a strategic focus on staff

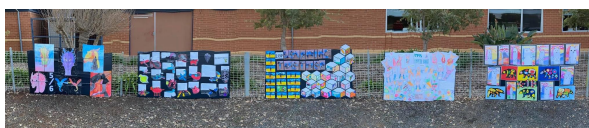
## Progress towards achieving improvement measures

### Process 3: wellbeing.

Evaluation	Funds Expended (Resources)
<p>This year, staff wellbeing has been enhanced through;</p> <ul style="list-style-type: none"><li>- a formalised induction program for a beginning teacher,</li><li>- a structured PDP process for teaching and non-teaching staff, and</li><li>- professional learning around maintenance of accreditation.</li></ul>	<p>Beginning Teacher Funds- \$5000</p>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$7906	<p>Students have received Learning Support where relevant. The Learning and Support Team has monitored all students.</p> <p>The school-wide PLSP template has been updated at Yenda Public School. Looking to implement for all students in 2021.</p>
<b>English language proficiency</b>	\$2039	<p>Students have received targeted support from learning support teachers. Communication has been on-going between the Learning and Support Team and classroom teachers to improve student outcomes.</p>
<b>Low level adjustment for disability</b>	\$48775	<p>Learning and Support time was allocated to all classes and targeted students within each class.</p> <p>All students worked towards learning goals set in consultation with teachers and parents.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$20127	<p>Time was provided to mentor teachers in areas of professional need (often linked to PDPs). Support particularly occurred in areas of synthetic phonetics, classroom management, Newman's Error Analysis and lesson intentions and success criteria.</p>
<b>Socio-economic background</b>	\$34613	<p>-Staffing processes ensured that all classes were adequately staffed by quality teachers.</p> <p>- Learning Support was comprehensive and met the needs of a wide range of students in English and/or Mathematics.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	81	74	62	57
Girls	44	45	42	43

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	95.2	93.1	96.8
1	92.4	94.5	95.4	92.3
2	93.7	95.1	93.5	95.9
3	96.4	86.6	94.7	95
4	89.4	92.3	94.8	94.2
5	93.6	93.4	94.6	93.9
6	94.3	91.1	91.5	95.5
All Years	93.7	92.8	93.9	94.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.59
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.73

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	439,706
<b>Revenue</b>	1,640,732
Appropriation	1,502,181
Sale of Goods and Services	4,870
Grants and contributions	132,061
Investment income	1,029
Other revenue	590
<b>Expenses</b>	-1,723,779
Employee related	-1,368,673
Operating expenses	-355,106
<b>Surplus / deficit for the year</b>	-83,047
<b>Closing Balance</b>	356,658

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	44,731
<b>Equity Total</b>	93,333
Equity - Aboriginal	7,906
Equity - Socio-economic	34,613
Equity - Language	2,039
Equity - Disability	48,775
<b>Base Total</b>	1,131,251
Base - Per Capita	25,012
Base - Location	20,260
Base - Other	1,085,978
<b>Other Total</b>	75,768
<b>Grand Total</b>	1,345,083

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In 2020, Tell Them From Me survey results from Year 4-6 students in term 1 indicated that:

77% of students experienced advocacy at school,

80% of students felt that there were expectations for success,

90% of students felt they displayed positive behaviour at school, and

72% of students felt a positive sense of belonging at school.

Moving into our 2021-2024 Strategic Improvement Plan, we will be aiming to address a positive sense of belonging through our positive wellbeing strategic direction. Expectations for success will also be a focus area through the implementation of lesson intentions and success criteria school-wide.

In 2020, a parent focus group was conducted via telephone due to the COVID-19 pandemic. Findings included areas for future focus such as;

- continuing with consistency in behaviour management and school systems (from 2020),
- looking at individual student needs and learning goals, and
- challenging and extending students who require this targeted support.

This feedback has been incorporated into our 2021-2024 Strategic Improvement Plan across the three strategic directions.



# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.